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ABSTRACT

Concentrating on six institutions with doctoral programs in library and information science--Drexel University (Pennsylvania), University of Illinois at Urbana-Champaign, Indiana University, University of North Carolina at Chapel Hill, Syracuse University (New York), and the University of Wisconsin at Madison--graduate programs and faculty are examined by way of three perspectives. First, a comparison is made of the graduate programs of each institution between the 1990-91 and 1996-97 scholastic years, noting additions and changes in graduate degree offerings. Second, the Association of Library and Information Science Education (ALISE) specialization codes of the faculty for each of the six institutions are recorded. Totals for these codes depict the schools with faculty strengths in information science and/or technical specialties and compare each institution between 1990-91 and 1996-97. Third, the subject areas of the dissertations of full-time faculty of the six schools are examined. Using Dissertation Abstracts International subject descriptor codes and sorting by primary subject fields and subsequently by year, a comparison depicts the number of library science degrees, information science degrees, and other subject areas, and when each was obtained. A breakdown illustrates the time frame of the major subjects areas represented. Information science and/or more technically-oriented subject areas are shown to be on the increase. (MES)

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Aspects of technical change within applications of library and information science via a three-perspective focus on faculty and programs among six educational institutions

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A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
In partial fulfillment of the requirements for
The degree Master of Library Science

by

Margery Wiers

November 13, 1998

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Abstract

Due to rapid technological growth in recent decades, Library and Information Science graduate programs have advanced with the changing times in various ways. Concentrating on six U.S. institutions with doctoral programs in Library and Information Science, Drexel University, University of Illinois at Urbana-Champaign, Indiana University, University of North Carolina at Chapel Hill, Syracuse University, and the University of Wisconsin at Madison, graduate programs and faculty are examined by way of three perspectives. First, a comparison is made of the graduate programs of each institution between the 1990-91 and 1996-97 scholastic years, noting additions and changes in graduate degree offerings. Second, the Association for Library and Information Science Education (ALISE) specialization codes of the faculty for each of the six institutions are recorded. Assessing ten codes as more Information Science and/or technically oriented, totals for these ten depict the schools with faculty strengths in these areas, and compare each institution between 1990-91 and 1996-97. Third, the subject areas of the dissertations of full-time faculty of these same six schools are examined. Using Dissertation Abstracts International (DAI) subject descriptor codes, and sorting by primary subject fields and subsequently by year, a comparison depicts the number of Library Science Degrees, Information Science Degrees, and other subject areas and when each was obtained. A breakdown illustrates the time frame of the major subject areas represented. Information Science and/or more technically oriented subject areas are shown to be on the increase.

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	Descriptor code: institution

Introduction

Nearly everyone today would agree that the notion of change is ever pervasive. Perhaps one area in which change is most evident is the many technological advances which have characterized these last few decades of this century. Increasing sophistication in computer hardware and improvements in computer software have necessitated changes everywhere in general and in many areas of educational degree programs in particular.

The purpose of this study is to serve as an introduction and background to a future study. Its aim is to explore the topic of change in the Library and Information Science field within the last several years, particularly noting influences of Information Technology and its incorporation into the Information Science field. More specifically, its objective is to explore several educational institutions with doctoral programs in Information Science in an attempt to discover any patterns of change or increases in technology present within this decade. Some institutions with Library and Information Science programs assert this focus via the name, such as "The School of Information" (University of Michigan) or "The School of Information Management and Systems" (University of California at Berkeley).

This study does not pretend to be conclusive or to offer specific findings. It only may serve to suggest avenues to which a future study might proceed or to provide a starting point for additional investigation.

This study is concerned with changes in Library and Information Science programs via three areas:

[1] Are additional Library and Information graduate degrees now offered by the six institutions chosen for study? Would programs of study reflect more of an Information Science orientation and less of a Library Science orientation? Would terminology of computers and related technologies find their way into the names degree programs, reflecting these changes?

[2] Would there be an increase in technical areas of specialization among the faculty? Would more of the faculty describe their own areas of specialization using more Information Science and/or "technical" terms? Would the institutions themselves exhibit an increase in faculty specializations in these areas?

[3] Looking at change from a third perspective, how would the distinctive educational backgrounds of faculty from the six schools vary? Would faculty with more recent advanced education, overall, hold doctoral degrees of a more information science orientation rather than a more traditional library orientation? Would doctoral degrees earned later in time illustrate more of a technical nature than faculty who had completed their doctoral studies earlier?

Review of the Literature

Due to the currency of the topic at hand, there have been no studies which directly relate to the present exploration of the topic. Change in the Library and Information Science field is proving to be necessarily rapid as advances in technology continue to gain headway. In particular, focusing on faculty of institutions with doctoral programs in Library and Information Science has not been examined specifically in the manner in which this present study undertakes, or in a method helpful to the topic at hand.

Methodology

[1] Six educational institutions in the United States were selected with doctoral programs in the Library and Information Science field: Drexel University (DR) in Philadelphia, the University of Illinois at Urbana-Champaign (IL), Indiana University (IN) in Bloomington, the University of North Carolina at Chapel Hill (NC), Syracuse University (SY), and the University of Wisconsin at Madison (WI). Examined were the type and number of graduate degrees offered in 1990-91 and in 1996-97, both at the masters and doctoral level. Only graduate educational degrees were included. The advanced Library and Information Science degrees offered by the six institutions and listed here exclude: 1) certification and distance learning programs 2) specialist and joint degrees and 3) professional development. I listed the advanced degrees offered by each institution in the fall of 1990 and again in the fall of 1996 (Appendix 1). Any changes or additional advanced degree offerings were readily apparent.

[2] Looking at change from a second perspective, I examined the areas of specialization among the faculty of the same six institutions (DR, IL, IN, NC, SY and WI). With each issue of the Association for Library and Information Science Education (ALISE) membership directory, faculty self-classify their areas of specialization. Faculty list anywhere between zero and seven of the seventy-six areas listed in the classification guide (Appendix 4). Using two annual editions (1990-91 and 1996-97) of the ALISE Membership Directory, I listed all the full-time (FT) faculty members with their areas of specialization by institution (Appendices 2A, 2B). I entered any and all specialization codes as they appeared in ALISE.

Finally, ten areas of specialization out of the seventy-six were assessed as less oriented to traditional Library Science topics and more oriented to Information Science or technical aspects of the Information field. Each of these areas were totaled by institution (Appendix 3) for both years, 1990-91 and 1996-97. Totals are displayed by institution and specialization area, as well as annual grand totals.

[3] For this aspect of study, the same six schools were used: Drexel University (DR), the University of Illinois (IL), Indiana University (IN), the University of North Carolina at Chapel Hill (NC), Syracuse University (SY), and the University of Wisconsin (WI). Referring to the ALISE Membership Directory, 1996-97 edition, I recorded all the full-time (FT) faculty. Each FT professor was entered, regardless of other information given or not given with his/her entry. From this list, I eliminated those professors with no doctoral degrees. This was determined by: first, consulting the webpage of the institution and listing as much information about each professor as possible. The faculty educational background given on each webpage varied greatly from institution to institution in terms of type, extent, clarity and ease of use. Secondly, Dissertation Abstracts International (DAI) was consulted online for each professor entered, matching the information already obtained from the webpage to dissertation and institution information. Dissertation Abstracts Codes were used for:

1) Field of study descriptor code. According to DAI, "Descriptors are broad subject terms from a controlled list which are assigned to characterize the major subject

area of a dissertation or thesis."[1] The descriptor code listed first by DAI, or the primary code, is the main focus of this study. Codes appearing after the primary code are listed, up to four codes, in the order given by DAI. (Only one professor among all the institutions had more than four descriptor codes listed.)

2) Institution descriptor code. This represents the institution at which the doctoral degree was earned. Although not a specific focus of this study, noting the degree-granting institution may be helpful for future study.

Basically, the following information is included: year in which doctoral degree was earned, field(s) and institution of doctoral degree, name and 1996-97 affiliation of faculty member. Information was sorted primarily by field code, and secondly by year.

Based on the DAI descriptor codes, each field of study was noted to be Library Science, Information Science and any other more frequently-occurring degree among all the faculty of the six schools.

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[1] Dissertation Abstracts Online, Whitesheets, Dialog Information Services, Knight-Ridder Information, rev. 1984.

Limitations

As previously stated, this study is exploratory in nature. The concept of change is not one easily grasped. Any efforts to fully operationalize this concept undoubtably includes a number of subjective and/or imprecise components, especially when trying to fine tune a distinction between Library Science and Information Science.

[1] Limitations are undoubtably present in the labeling of the degree program. There exists the possibility that an institution may change the name of a program without changing the content. Thus, any conclusions drawn from a change to a more "technically-sounding" degree name may prove to be false. Related to this concept is the fact that two schools may have similar programs with different names for their degrees, one using the term "library science" and the other using the term "information science."

[2] When examining the specialized areas of the faculty, one needs to bear in mind that this is only an informal classification. Absolute conclusions cannot be drawn due to several factors, including the following: 1) Some faculty did not list any areas of specialization. It is possible that these faculty have strong areas of specialization, but did not choose to list any for the ALISE membership directory. 2) It may also be argued that faculty members self-classifying their own specialized areas will result in highly subjective entries. A faculty member listing six specialized areas, for example, may really be "expert" in only two. 3) The "weight" of each specialized area cannot really be measured. For example, two faculty members may list 35 -- Computer programming as one of their specialities. However, if one of the faculty members has earned a

masters degree in Computer programming, chances are s/he will be stronger in this area over the faculty member who has had less training but also lists 35 as an area of specialization.

Finally, the ten chosen areas of specialization themselves can also be argued to be subjective. Perhaps one dozen LIS graduate students would include ten slightly different areas as to those representing the more information-oriented or more technically-oriented areas of the Library and Information Science field.

[3] First, some of the faculty listed as full-time (FT) could not be verified to hold Pads, Eddy, DABS, etc. and were therefore not included. Second, some faculty members had earned doctoral degrees outside the United States and their doctoral dissertations were not included in DAI; these faculty members were also not included in the present study. Third, any faculty member whose identity could not be matched to a doctoral degree without a reasonable shadow of a doubt was not included. This was sometimes the case of faculty with more common names where little distinctive information was given on the institution's webpage and dissertations were included in DAI. Every effort was made to accurately match the faculty member with the dissertation. This was often difficult with changes of names, Anglicization of non-American names, and identical names of two or more persons.

Analysis of Data

[1] Readily apparent are the variety of degrees which were offered by the different schools (Appendix 1) in the fall of 1990. The University of Wisconsin (WI) was the only institution of these six to offer a Master of Arts degree (MA), Master of Arts in Library and Information Studies. The others offered a Master of Science degree (MS) in some combination of Library and/or Information Science or another distinctive degree. Drexel University (DR), at the masters level, offered a Master of Science in Information Systems (MSIS). Syracuse University (SY) offered a Master of Science in Information Resources Management (IRM).

By the fall of 1996, three of the six schools offered an additional graduate degree at the masters level: Indiana University (IN) added a Master of Information Science (MIS) degree to the Master of Library Science (MLS). Distinctive masters degrees were offered by DR and SY: DR added a MSSE -- Master of Science in Software Engineering degree and SY added a TNM -- Master of Science in Telecommunications & Network Management.

Comparing doctoral degrees, the number of doctoral degrees offered by the six institutions remains unchanged. Only one of the schools, DR, offered more than one doctoral degree during both the 1990-91 and 1996-97 scholastic years: Doctor of Philosophy in Information and Library Science, and Doctor of Philosophy in Computer Information Systems. The other five schools offered one doctoral degree, being some combination of Library and/or Information Science/Studies with the exception of SY, which offers a Doctorate in Information Transfer. Indiana University (IN) changed the

name of their doctoral degree. In the fall of 1990, a Doctor of Philosophy in Library & Information Science was offered, and in the fall of 1996 it was named Doctor of Philosophy in Information Science, with the term "library" dropped.

Judging by the addition of graduate degrees at the masters level by several universities, and their types, one might be able to conclude that a broadening of the Information Science and/or technical areas are taking place, particularly with an increase of degree terms like "telecommunications," "software engineering," and "network management." In addition, dropping the term "library" from one doctoral program may be a further indication of a growth toward the Information Science field. All these developments seem noteworthy in light of the fact they have taken place in only six years.

[2] According to the ALISE membership directory, faculty members self-classify their interests (Appendix 2A for 1990-91 and Appendix 2B for 1996-97). Ten of the seventy-six self-classification areas (Appendix 4) were chosen as those which may be identified as more information-oriented and less library-oriented. They are:

ALISE Code	Description
01	Information science / Information services
03	Information systems / Information resources management
04	Cognitive processes
23	Information systems: analysis, design or evaluation

24	Communication (human, human-machine, machine-machine)
35	Computer programming
36	Database design or management
37	Automation and computerization
38	Online searching / Computerized information retrieval
73	Information industry (for profit)

Examining the faculty specialization area totals (Appendix 3), major growth was shown in these ten areas overall. In the 1990/91 directory, 131 information-oriented codes were entered by all the faculty of the six institutions. A few years later, in 1996/97, 185 information-oriented codes were entered. This shows a 41% overall increase in six years. Three schools in particular showed an increase in these areas (IL, IN, NC). Of these, the University of Illinois at Urbana-Champaign (IL) and Indiana University (IN) showed dramatic increases in faculty focus in these areas, with IL increasing from a total of thirteen to thirty-three and IN increasing from thirteen to forty-three of the total areas of faculty interest. One school, Syracuse University (SY) remained the same for both years and two schools, Drexel University (DR) and the University of Wisconsin at Madison (WI) showed a slight decrease in the amount of technically-oriented specialization areas of the faculty.

Three areas of specialization showed dramatic increases among all six schools. The greatest increase was found to be Cognitive processes (04) with an increase of

150%. Six faculty members of among all the institutions listed Cognitive processes as an area of specialization in the 1990-91 academic year. Fifteen faculty listed it in 1996-97. Information science / Information services (01) nearly doubled in six years, from fifteen faculty to twenty-nine. Communication -- human, human-machine, machine-machine (24) increased from seventeen in 1990-91 to thirty-two just six years later.

[3] The subject nature of dissertations among faculty of all six institutions was examined. The DAI descriptor codes were identified and sorted: first by the primary DAI area of concentration and subsequently by the year in which the degree was earned. Also recorded are 1) up to three secondary descriptor codes if listed on the dissertation 2) the DAI educational institution code from which the degree was granted 3) the name of faculty member and 4) 1996-97 affiliation as recorded by ALISE (Appendix 3). The DAI coded institution at which the degree was earned as well as the institution of affiliation during the 1996-97 scholastic year were both entered for illustrative purposes only.

The following summary illustrates the breakdown of the primary concentrations of the professors' subject specializations as recorded on individual dissertations in DAI:

Area of primary concentration (DAI)	No. of professors
Library science (0399)	33
Information science (0723)	30
Computer science (0984)	6
Business administration-management (0454)	4

Language-linguistics (0290)	2
All other singly -listed areas	14

A total of 89 professors comprise the final listing from the six schools. Of these, thirty-three professors listed Library Science (DAI descriptor code 0399) on their doctoral dissertation as the primary areas of concentration. Slightly fewer, thirty professors, listed Information Science (0723) as their primary areas of concentration. Computer Science (0984) was listed as the main focus by six professors, Business Administration-Management (0454) by four professors, and Language-Linguistics (0290) by two professors. All other primary areas of concentration by the professors of the six schools are listed only once. It may come as no surprise that roughly an even number of professors represent both the Library Science and Information Science fields. Interesting to note, however, is the area of concentration which appeared third in frequency: Computer Science (0984). Four of these six professors earned their doctoral degrees in 1991 or after. This may imply an increasing technical component added to the Library and Information Science Field.

Of the 89 professors, forty-two listed one or more than one area(s) of concentration in addition to their primary area. Thirteen of these professors listed one additional area of concentration, twenty-six listed two additional areas of concentration and three professors listed three. (Only one professor listed more than three additional areas; in this case, only the primary and three additional codes are listed.) The total number of non-primary areas of concentration among all the professors are seventy-

four. The areas of Library Science, Information Science and Computer Science occur as follows:

Area of non-primary concentration	No. of occurances
Library science	9
Information science	7
Computer science	9

More interesting to note, however, is the increase in the Information Science field over time. The following summary compares the areas of Library Science, Information Science and Computer Science by time frame:

Decade	Lib Sci	Info Sci	Computer Sci
1950 - 1959	1		
1960 - 1969	2		
1970 - 1979	12	4	1
1980 - 1989	9	8	1
1990 - 1997	9	18	4

It is worth noting that in the field of Library Science (0399), three professors earned their degrees in 1967 or before, whereas the first recorded Information Science (0723) degree earned was in 1974. At the opposite end of the time spectrum, nine

professors have earned their degrees in Library Science (0399) so far in this decade. Twice that number, eighteen professors, earned their degrees in Information Science (0723) during the nineties. This would seem to suggest that among the faculty of Library and Information Science programs, there is an increasing number of professors in the Information Science area and a decreasing number of professors in the Library Science area.

Regarding the greatest frequency of occurrences, the Library Science area of concentration would appear to have "peaked" in the 1970s, with the highest number of professors receiving doctoral degrees at that time. In Information Science, however, eighteen professors have received their doctoral degrees in the first seven years of the 1990s -- a substantially higher number in a shorter amount of time. Computer Science would also appear to be on an upward trend, quadrupling the number of professors receiving doctoral degrees from the last decade to this one.

Conclusion

Considering the different foci of this study, it may well come as no surprise that faculty members specializing in areas of Information Science have increased over the last years (Appendix 3), as has faculty with expertise in the Computer Science area (table, pg.14). Both the areas of faculty self-classification and dissertation subject area indicate this to be the case. Will significant growth in these areas continue into the next decade? Will faculty specializing in the traditional library-oriented areas continue to decline?

Surprising to discover in this subject exploration, however, was the wide variety of specializations among faculty members. This was demonstrated in both in the faculty self-classification areas (Appendices 2A,2B) and in the fields in which their doctoral degrees were earned (Appendix 5). In the self-classification areas of the 1996-97 year only, specialties of the faculty of the six schools ranged from Law to Storytelling, Technical Writing to Art, Science and Technology to Music.

The variety of specializations were further indicated by the fields in which the doctoral degrees were earned. Of all the faculty in the six institutions who earned doctoral degrees in 1990 or after, many fields other than Library Science or Information Science are represented (Appendix 5). In or after 1990, Library Science was the primary area of nine professors, as listed on their dissertations while Information Science was listed as the primary area of eighteen professors; Computer Science was listed as the primary area of four professors. Other primary doctoral fields include Business Administration -- General (listed by one professor), Business Administration

-- Management (by four), Engineering -- System Science (by one), Language -- Linguistics (by one), Law (by one), and Political Science -- Public Administration (by one). Although not specifically the focus of this study, serendipity demands attention be paid to the wide variety of expertise represented among faculty members. Diversity among Library and Information Science faculty could be a focus of a future study.

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University of North Carolina at Chapel Hill, School of Information and Library Science (SILS), Chapel Hill, North Carolina. Faculty Directory <http://www.ils.unc.edu/>.

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DR	**Drexel U. (Philadelphia, PA)**		**College of Information Science and Technology**
		1990-91 MS, LIS	Master of Science, Library & Information Science
		MSIS	Master of Science in Information Systems
		PhD	Doctor of Philosophy in Computer Information Systems
		PhD	Doctor of Philosophy in Information and Library Science
		1996-97 MS, LIS	Master of Science, Library & Information Science
		MSIS	Master of Science in Information Systems
		MSSE	Master of Science in Software Engineering
		PhD	Doctor of Philosophy in Computer Information Systems
		PhD	Doctor of Philosophy in Information and Library Science
IL	**U. of Illinois at Urbana-Champaign**		**The Graduate School of Library and Information Science (GSLIS)**
		1990-91 MS	Master of Science
		PhD	Doctor of Philosophy
		1996-97 MS	Master of Science
		PhD	Doctor of Philosophy
IN	**Indiana U (Bloomington)**		**School of Library and Information Scie**
		1990-91 MLS	Master of Library Science
		PhD	Doctor of Philosophy in Library & Information Science
		1996-97 MIS	Master of Information Science
		MLS	Master of Library Science
		PhD	Doctor of Philosophy in Information Science

NC	**U. of North Carolina at Chapel Hill**		**School of Information and Library Science (SILS)**
		1990-91 MSIS	Master of Science in Information Science
		MSLS	Master of Science in Library Science
		PhD	Doctor of Philosophy in Information and Library Science
		1996-97 MSIS	Master of Science in Information Science
		MSLS	Master of Science in Library Science
		PhD	Doctor of Philosophy in Information and Library Science
SY	**Syracuse University (NY)**		**School of Information Studies**
		1990-91 MLS	Master of Library Science
		IRM	Master of Science in Information Resources Management
		PhD	Doctorate in Information Transfer
		1996-97 MLS	Master of Library Science
		IRM	Master of Science in Information Resources Management
		TNM	Master of Science in Telecommunications & Network Management
		PhD	Doctorate in Information Transfer
WI	**U. of Wisconsin at Madison**		**School of Library and Information Studies**
		1990-91 MA	Master of Arts in Library and Information Studies
		PhD	Doctor of Philosophy in Library and Information Studies
		1996-97 MA	Master of Arts in Library and Information Studies
		PhD	Doctor of Philosophy in Library and Information Studies

Appendix 2A

1990 areas of specialization among faculty of six institutions

Drexel University

| | | | Classification specialty | | |

Appendix 2A

1990 areas of specialization among faculty of six institutions

| University of Illinois at Urbana-Champaign | | | Classification specialty | | |

Appendix 2A

1990 areas of specialization among faculty of six institutions

| Indiana University | | |

Appendix 2A

1990 areas of specialization among faculty of six institutions

| University of North Carolina at Chapel Hill | | | Classification speciality | | |

Appendix 2A

1990 areas of specialization among faculty of six institutions

Syracuse University

| | | | Classification speciality | | |

Appendix 2A

1990 areas of specialization among faculty of six institutions

| University of Wisconsin at Madison | | | Classification specialty | | |

Appendix 2B

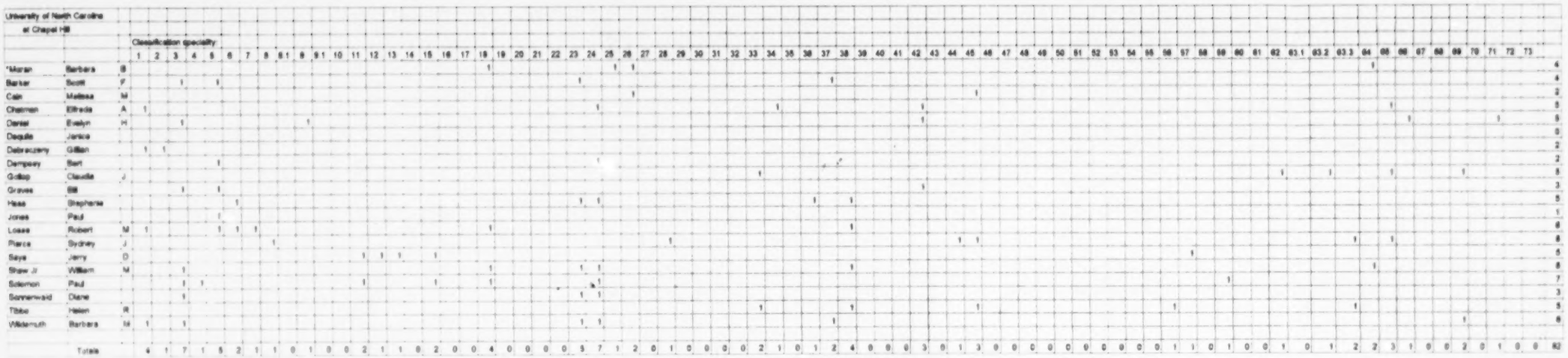
1997 areas of specialization among faculty of six institutions

Drexel University

| Last | First | Mid | Classification specialty | | |

Appendix 2B

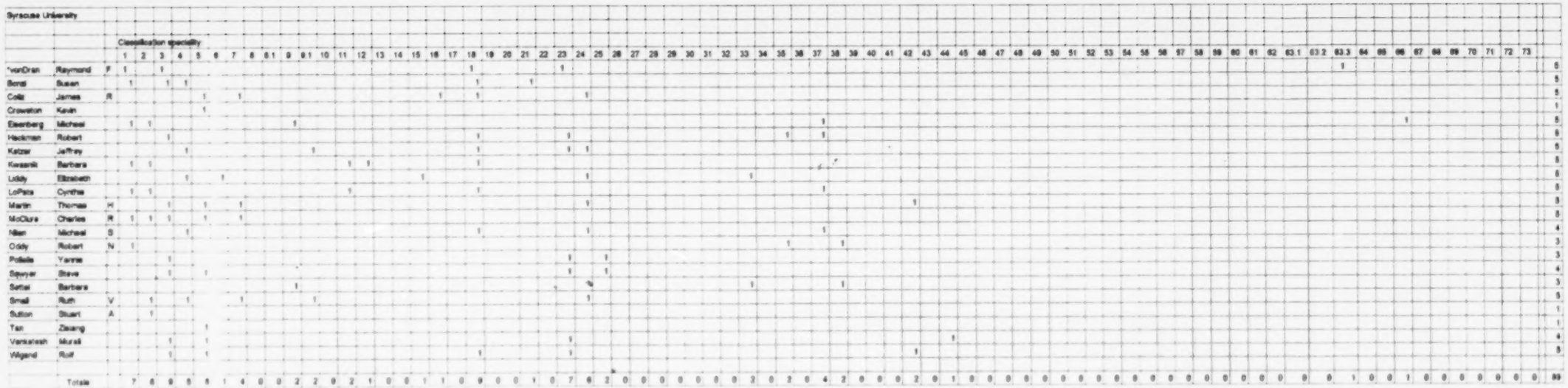
1997 areas of specialization among faculty of six institutions



| University of North Carolina at Chapel Hill | | | Classification specialty | | |

Appendix 2B

1997 areas of specialization among faculty of six institutions

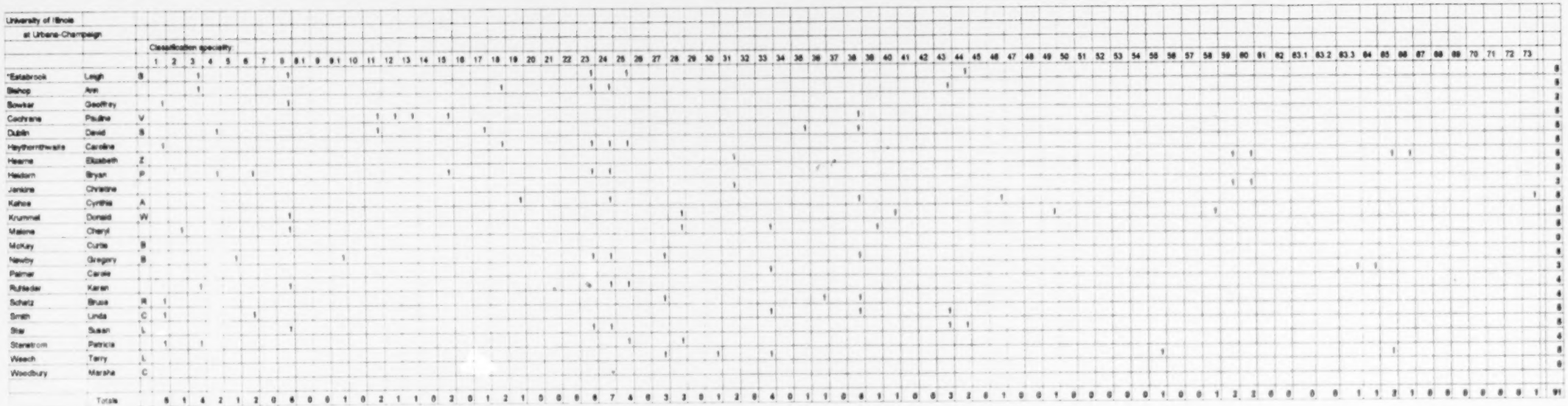


Syracuse University

| | | | Classification specialty | | |

Appendix 2B

1997 areas of specialization among faculty of six institutions



| University of Illinois at Urbana-Champaign | | Classification specialty | | |

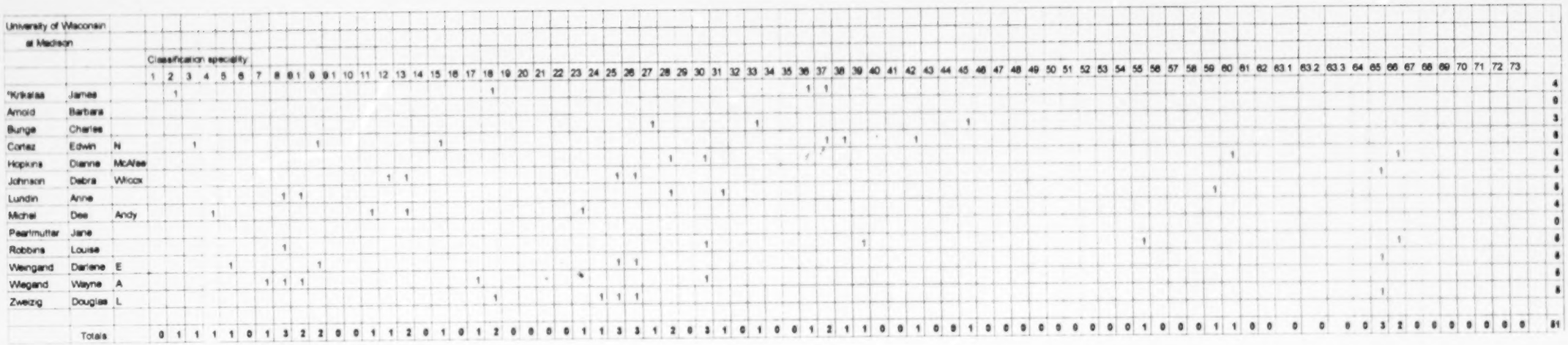
Appendix 2B

1997 areas of specialization among faculty of six institutions

| Indiana University | | | Classification specialty | | |

Appendix 2B

1997 areas of specialization among faculty of six institutions



| University of Wisconsin at Madison | | | Classification specialty | | |

Appendix 3

1990-91 and 1996-97: Comparison of specialized areas

ALISE Code	Area of specialization	Total number of specialized areas 1990-91							1996-97						
		DR	IL	IN	NC	SY	WI	Tot	DR	IL	IN	NC	SY	WI	Tot
01	Information Science / Information Services	3	3	2	3	3	1	**15**	5	5	8	4	7		**29**
03	Information Systems / Information Resources Mgmt	7	1	2	5	8	1	**24**	5	4	6	7	9	1	**32**
04	Cognitive Processes	2	1			3		**6**	3	2	3	1	5	1	**15**
23	Information Systems: Analysis, Design or Evaluation	6	2	2	4	8	2	**24**	5	6	6	5	7	1	**30**
24	Communication (human, human-machine, machine-machine)	4	2	1	3	6	1	**17**	2	7	9	7	6	1	**32**
35	Computer Programming	3		1	1	2	1	**8**	3	1	2		2		**8**
36	Database Design or Management	3		1	2	1		**7**	2	1	2	1		1	**7**
37	Automation and Computerization		2	3	3	4	1	**13**	1		2	2	4	2	**11**
38	Online Searching / Computerized Information Retrieval		2	1	4	4	2	**13**	1	6	5	4	2	1	**19**
73	Information Industry (for profit)	1				3		**4**	1	1					**2**
		29	**13**	**13**	**25**	**42**	**9**	**131**	**28**	**33**	**43**	**31**	**42**	**8**	**185**

Appendix 4 ALISE classification – codes

Area of specialization (self-classification)

01	Information science / information services
02	Library science / library services
03	Information systems / information resources management
04	Cognitive processes
05	Communications technologies (including telecommunications)
06	Artificial intelligence / expert systems
07	Foundations of library and information science / core
08	Historical, societal, philosophical treatment of library & information science
08.1	History of books and printing
09	Education for library and information specialties
09.1	Distance education
10	International and comparative library and information science
11	Classification
12	Descriptive cataloging
13	Subject cataloging
14	Technical services
15	Indexing and abstracting
16	Technical writing
17	Publishing; Book arts
18	Research methods; Statistics
19	Bibliometrics
20	Not currently used (formerly: Public relations)
21	Facilities planning
22	Reprography
23	Information systems: analysis, design or evaluation
24	Communication (human, human-machine, machine-machine)
25	Management or Administration
26	Marketing; Planning; Public relations
27	Networking or Cooperation
28	Collection development
29	Preservation of materials
30	Intellectual freedom and censorship
31	Storytelling
32	Bibliotherapy
33	Reference or information services
34	Information and referral / community information
35	Computer programming
36	Database design or management
37	Automation and computerization
38	Online searching / computerized information retrieval
39	Bibliographic instruction / user education
40	Bibliography
41	Instructional technology / design; Media production
42	Information policy; Economics of information

43	Science and technology
44	Social science
45	Humanities
46	Business / economics
47	Medicine
48	Law
49	Music
50	Art
51	Area studies
52	Audio-visual
53	Maps
54	Serials
55	Government publications
56	Archives
57	Records management; Corporate records
58	Rare materials
59	Audience: children
60	Audience: Young adults
61	Audience: general adult population
62	Audience: aged
63.1	Audience: handicapped and institutionalized
63.2	Audience: ethnic groups; Cultural history
63.3	Audience: professional and scholarly groups
64	Academic libraries
65	Public libraries
66	School media centers / libraries
67	Law libraries or information centers
68	Arts or music libraries or information centers
69	Medical libraries or information centers
70	Other subject-specialized libraries or information centers
71	Corporate libraries or information centers
72	Governmental libraries or information centers
73	Information industry (for profit)

Appendix 5 Field(s) of doctoral degree

						Professor			1996/1997
Year	Field(s)	of doctoral	degree		Inst	Last	First	Middle	Affiliation
1976	0290				0093	Umiker-Sebeok	Donna	Jean	IN
1997	0290	0984	0723		0178	Heidorn	Patrick	Brian	IL
1993	0310	0454	0338		0178	Heckman	Robert	L	SY
1995	0398	0745	0391		0090	Woodbury	Marsha	Cook	IL
1958	0399				0127	Krummel	Donald	William	IL
1967	0399				0090	Krikelas	James		WI
1967	0399				0090	Bunge	Charles	Albert	WI
1970	0399				0190	Childers	Thomas	A	DR
1972	0399				0090	Weech	Terry	Laverne	IL
1972	0399				0071	Hall	John	Brown	DR
1973	0399				0659	Zweizig	Douglas	Lough	WI
1974	0399				0117	Daniel	Evelyn	Hope	NC
1974	0399				0028	White	Howard	Dalby	DR
1974	0399				0330	Harter	Stephen	Paul	IN
1976	0399				0190	Fitzgibbons	Shirley	A	IN
1977	0399				0190	McClure	Charles	Robert	SY
1978	0399				0065	Mancall	Jacqueline	C	DR
1979	0399				0178	Saye	Jerry	Dale	NC
1979	0399				0117	Lytle	Richard	Harold	DR
1980	0399				0208	Cortez	Edwin-Michael		WI
1981	0399				0262	Hopkins	Dianne	McAfee	WI
1982	0399				0656	Moran	Barbara	Burns	NC
1983	0399				0093	Shaw	Debora	Ralf	IN
1983	0399				0028	Chatman	Elfreda	Annmary	NC
1983	0399				0178	Pungitore	Verna	Leah	IN
1985	0399				0065	McCain	Katherine	Wootton	DR
1988	0399				0262	Johnson	Debra	Wilcox	WI
1989	0399	0723	0578		0117	Tibbo	Helen	Ruth	NC
1991	0399	0459			0090	Bradley	Johanna	Rediger	IN
1991	0399	0337			0925	Robbins	Louise	S	WI
1992	0399	0593			0004	Lundin	Anne	Hutchison	WI
1992	0399	0723			0031	Michel	Dee	Andy	WI
1993	0399	0357	0377		0093	Taylor	Joyce	Geneva	IN
1993	0399	0631	0384	0453	0178	Gollop	Claudia	Joyce	NC
1995	0399	0337	0453		0262	Jenkins	Christine	Alice	IL
1996	0399	0337	0328		0227	Malone	Cheryl	Knott	IL
1996	0399	0723	0454		0227	Kehoe	Cynthia	Ann	IL
1989	0410				0918	Garson	Kenneth		DR
1981	0451				0127	Strong	Gary	Wayne	DR
1991	0454	0796			0753	Crowston	Kevin	Ghen	SY
1991	0454	0459			0093	Venkatesh	Murali		SY
1993	0454	0984	0399		0065	LoPata	Cynthia	L	SY
1994	0454	0723	0770		0178	Pollalis	Yannis	Apostolou	SY
1980	0516				0130	Weingand	Darlene	Erna	WI

Appendix 5 Field(s) of doctoral degree

1973	0546				0127	Drott	Milton	Carl, Jr.	DR
1974	0582				0209	Wiegand	Wayne	August	WI
1976	0615				0054	Nisonger	Thomas	Evans	IN
1990	0617	0723	0398		0093	Coliz	James	R	SY
1970	0621				0128	Katzer	Jeffrey	H	SY
1983	0626	0585			0034	Star	Susan	Leigh	IL
1980	0630				0822	Estabrook	Leigh	Stewart	IL
1983	0710				0093	Callison	Daniel	Joe	IN
1974	0723				0212	Martin	Thomas	Hughes	SY
1976	0723				0128	Wigand	Rolf	Theobald	SY
1976	0723				0262	vonDran	Raymond	Florian, Jr.	SY
1979	0723				0659	Smith	Linda	Cheryl	IL
1983	0723				0090	Bonzi	Susan	Monica	SY
1985	0723				0250	Nilan	Michael	Sanford	SY
1985	0723				0330	Losee	Robert	Maclean, Jr.	NC
1986	0723				0659	Eisenberg	Michael	Bruce	SY
1988	0723	0290	0399		0659	Liddy	Elizabeth	Duross	SY
1989	0723				0190	Kwasnik	Barbara	Hanna	SY
1989	0723	0399	0984		0065	Wildemuth	Barbara	Marie	NC
1989	0723	0290	0984		0178	Haas	Stephanie	W	NC
1990	0723	0398	0514		0031	Crews	Kenneth	Donald	IN
1991	0723	0984			5027	Dillon	Andrew		IN
1991	0723	0984			0030	Ruhleder	Karen		IL
1991	0723	0399	0398		0028	Sutton	Stuart	Allen	SY
1991	0723	0399	0710		0117	Solomon	Paul		NC
1991	0723	0399	0984		0028	Gillespie	Thomas	Kevin	IN
1993	0723	0984	0459		0190	Sonnenwald	Diane	H	NC
1993	0723				0659	Newby	Gregory	Barton	IL
1994	0723	0399	0984		0227	Mostafa	Javed		IN
1994	0723	0459	0621		0153	Jacob	Elin	Katherine	IN
1995	0723	0399			0659	Hert	Carol	Anne	IN
1995	0723	0538			0659	Bishop	Ann	Peterson	IL
1995	0723	0534	0454		0659	Travica	Bozidar	Bob	IN
1996	0723	0339			0090	Palmer	Carole	L	UL
1996	0723				0178	Dubin	David	Scott	IL
1996	0723	0708	0505	0544	0190	Tan	Zixiang	Alex	SY
1996	0723	0454	0344		0659	Rosenbaum	Howard		IN
1996	0723	0451	0629		0779	Haythornthwaite	Caroline	Alison	IL
1994	0790	0984	0624	0723	0883	Ehrhart	Lee	Scott	DR
1971	0984				0212	Kling	Robert	Elliot	IN
1988	0984				0107	Song	II	Yeol	DR
1991	0984	0723	0544		0009	Schatz	Bruce	Raymond	IL
1993	0984	0790			0065	Hislop	Gregory	Walter	DR
1994	0984				0246	Dempsey	Bert	Jefferson	NC
1995	0984	0451	0710		0017	Sawyer	Steven	Burton	SY

Descriptor code – field of study, as included on faculty dissertations
– only codes used by faculty are included here

0290	Language, Linguistics
0310	Business Administration, General
0325	Black Studies
0328	History, Black
0337	History, United States
0338	Business Administration, Marketing
0344	Sociology Theory and Methods
0351	Gerontology
0357	Fine Arts
0377	Art History
0384	Psychology, Behavioral
0391	Journalism
0398	Law
0399	Library Science
0410	Microbiology
0451	Psychology, Social
0453	Women's Studies
0454	Business Administration, Management
0459	Speech Communication
0505	Economics, Commerce-Business
0514	Education, Administration
0516	Education, Adult
0534	Education, Social Sciences
0538	Engineering, Aerospace
0544	Engineering, Electronics and Electrical
0546	Engineering, Industrial
0578	History, General
0582	History, Modern
0585	History of Science
0593	Literature, English
0615	Political Science, General
0617	Political Science, Public Administration
0621	Psychology, General
0624	Psychology, Industrial
0626	Sociology, General
0629	Sociology, Industrial and Labor Relations
0630	Sociology, Public and Social Welfare
0631	Sociology, Ethnic and Racial Studies
0708	Mass Communications
0710	Education, Audiovisual or Technology
0723	Information Science
0745	Education, Higher
0770	Business Administration, Banking
0790	Engineering, System Science
0796	Operations Research
0984	Computer Science

Descriptor code – institution, as included on faculty dissertations
– only codes used by faculty are included here

0004	U of Alabama
0009	U of Arizona
0017	Boston U
0028	U of California, Berkeley
0030	U of California, Irvine
0031	U of California, Los Angeles
0034	U of California, San Francisco
0054	Columbia U
0065	Drexel U
0071	Florida State U
0090	U of Illinois, Urbana-Champaign
0093	Indiana U
0107	Louisiana State U
0117	U of Maryland
0127	U of Michigan
0128	Michigan State U
0130	U of Minnesota
0153	U of North Carolina, Chapel Hill
0178	U of Pittsburgh
0190	Rutgers U, The State U of New Jersey
0208	U of Southern California
0209	Southern Illinois U
0212	Stanford U
0227	U of Texas, Austin
0246	U of Virginia
0250	U of Washington
0262	U of Wisconsin, Madison
0330	U of Chicago
0656	State U of New York, Buffalo
0659	Syracuse U
0753	Massachusetts Institute of Technology
0779	U of Toronto
0822	Boston U Graduate School
0883	George Mason U
0918	U of Ottawa
0925	Texas Women's U
5027	U of Technology, Loughborough (UK)